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ABSTRACT

This handbook offers insights and discussions on opportunities for professional growth and career expansion available to private school personnel. Overviews are presented on the relationship between the private school and its faculty, and the school's responsibility to encourage individual development in faculty members as well as in students. Requisites of an effective professional development program are outlined, and descriptions are given of programs in selected schools. Lists and statements about organizations, activities, books, and films that may serve as useful resources to professional development program planners are offered.
 (JD)

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Handbook on
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HANDBOOK ON TEACHER RENEWAL AND DEVELOPMENT

NAIS Teacher Services Committee

NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS
18 Tremont Street, Boston, Massachusetts 02108

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Preface

As the service arm of the Academic Committee of NAIS, the Teacher Services Committee provides various in-service activities to assist the growth and development of teachers. This publication, addressed to both teachers and administrators, is an attempt to discuss briefly the importance of teacher enrichment and to provide some ideas and resources that will help schools devise their own programs. Unless there is sincere commitment on the part of the school's leadership--head and trustees--no significant program can be developed.

The Teacher Services Committee hopes this publication will not only be useful but also be considered as just a beginning. Since professional enrichment is never completed, the best result we can imagine from this publication will be the need for frequent supplements. We ask that you address additions, corrections, and especially new ideas to share with colleagues, to the NAIS office, 18 Tremont Street, Boston, Massachusetts 02108, either using the last page of the handbook, following the "Notes" pages, or whatever other format you wish.

On behalf of the Teacher Services Committee, whose members have provided much of the material for this publication, except for items where authorship has been identified, I would like to express special thanks to former committee member Sherry Migdail for her contributions, to current member Mary Alice Brennan, who served as overall collector and editor, and to the NAIS staff members who helped on this project.

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Teacher Services Committee, 1979-1981

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Contents

I. INTRODUCTION	1
II. PERSPECTIVES ON PROFESSIONAL DEVELOPMENT	5
The School and Its Teachers --	5
Faculty Renewal: Conserving Our Most Vital Resource, by Charles F. Dey --	9
Programs and Practices To Increase Faculty Satisfaction, by Joseph B. de Peyster --	17
Thoughts on Using Summer Opportunities for Professional Development, by Nathaniel French --	18
A Statement on Teacher Education, by Wellington V. Grimes and William L. Dandridge --	20
III. EXAMPLES OF PROFESSIONAL DEVELOPMENT PROGRAMS IN SCHOOLS	27
Eight Requisites of an Effective Professional Development Program --	27
Professional Development--A Report on a Survey, by Rick Morey, The Dalton School, N.Y. --	30
Faculty Development Program at the Ensworth School, Tenn., submitted by Ronald Fay --	33
Professional Development at the Haverford School, Pa., submitted by Charles R. Dutilleul --	36
What Some Other Schools Are Doing --	38
IV. RESOURCES AND IDEAS	43
NAIS Academic Committees: Their Purposes and Activities --	43
NAIS Member State, Regional, and Local Associations --	46
Teachers' Centers --	50
Teacher Exchanges --	52
Summer Opportunities --	55
Grants and Fellowship Opportunities --	58
Graduate Liberal Studies Programs --	59
Feature Films and Faculty Gatherings --	60
Faculty Meetings: A Variety of Approaches --	65
A Miscellany of In-Service Ideas and Workshops --	66
A Guide to Professional Organizations and Other Information-Dissemination Sources --	67
Bibliography --	74

I. INTRODUCTION

The Teacher Services Committee of the National Association of Independent Schools, since its creation in 1973, has explored many aspects of independent school teaching. None is more appropriate for TSC study than the personal and professional growth of teachers. All members of the committee have actively shared in the work that follows, which we have purposely chosen to call Handbook on Teacher Renewal and Development. Our aim is to stimulate interest and action in all areas of professional development among individuals and institutions dedicated to superior teaching.

Beyond the independent school's commitment to professional development lies the issue of state requirements. At present, our schools must satisfy the demands of state certification in 15 states. When government-mandated criteria become the focus of professional development, creativity and individuality may be frustrated, and direct benefits within a school may depend all the more on effective use of available resources and on the head's commitment to maintaining the school's individuality. All independent schools, whether affected or not, would do well to ponder the implications of government regulation.

We must preserve the long-standing commitment of independent schools to their own kind of professional development--the unfettered expansion of academic and personal horizons. Having little to do with formal certification, this kind of professional development relates intimately to the aspirations of the school and to the fulfillment of each teacher's needs as a professional and in working with students.

Appropriate professional development is part of a larger plan. Not a potpourri of unconnected experiences, it is a conscious response to the

school's needs and to its teachers' strengths and weaknesses. A comprehensive plan identifies values to be preserved; it takes advantage of a wide range of opportunities, including the school's own resources for faculty training and enrichment; it develops cooperation with institutions of higher learning; it encourages the active involvement of teachers themselves in the program's design; and it nourishes the school's identity and discourages insularity.

All strong schools are concerned with professional development. In offering this handbook, we hope to encourage in schools a new self-examination of their potential for professional development, which involves responding to certain important questions.

Questions of definition: What will the school include under the heading "professional development"? Who will decide what to include?

Questions of commitment: How will groups within the school support the program? What will be its rewards?

This handbook is meant to encourage professional development through some articles looking at different aspects of the subject, examination of good programs experienced in some NAIS schools, and through listings of some useful resources. The listings are not meant to be all-inclusive. We hope that regular additions may be made to this collection, and we encourage you to send us your suggestions, which you may wish to collect on the blank pages headed "Notes" at the end of each section. Remember, this handbook is only an introduction.

Notes

II. PERSPECTIVES ON PROFESSIONAL DEVELOPMENT

The School and Its Teachers

School is a place where people come together to talk and do things. Teachers, students, parents, and trustees share, question, work on projects, make some connections. A school whose atmosphere, spirit, and style are hospitable lowers the walls to let conversation flourish.

Atmosphere, spirit, and style depend on people. No one can fail to sense a school's quality and personality even after a few minutes. It's hard to say whether the school makes the people, or the people the school, but we can tell when it's working.

How do we find out what other people in the school are up to? We talk. Teachers talk about how it's going. About a lesson that worked or didn't work. About kids and classes. About the job. About new things to try. About nonschool things.

When do they talk? Between periods? Over half-finished cups of coffee, with one eye on the clock? They need time to talk and compare notes, and someone has to help them find the time or plan for that time. Other planning to get fruitful conversation going might involve meetings between different groups to cut across subjects and departments. Or outdoor "adventures" and retreats, which foster perspectives that never could grow in the busy, organized days and weeks of school. These new opportunities enable people--students and adults alike--to see one another more fully and in a different light and to find new things to share.

What about administrators? One is always delighted to see administrators in action as partners with faculty colleagues, parents, students,

and trustees. The school whose head and other administrators are colleagues and fellow explorers in education has a spirit and style that stimulate the other people in it.

People from outside the school can also bring new voices, new ideas, and new points of view. The potential for enlivening the scene with outside people is almost inexhaustible. People who speak, listen, ask questions, and confirm or challenge something they see or hear in the school bring unique perspective and vision.

Through their people, outside institutions can be drawn into sharing the life of the school. Universities, colleges, businesses, community agencies and groups, religious and social groups, and endless others can find, with the school, that they have much to offer one another.

So the school is a place for coming together to talk, in endless combinations of people and ideas, for the enrichment and renewal of all who take part. Each person's spirit and style are formed and affected forever by the school in which they study, work, or otherwise spend their time.

Now for a closer look at teachers, who, like students, are the heart of the school. In addition to the roles they share with the rest of the world--citizen, family member, friend, neighbor, professional--they have a few special ones projected onto them by students, parents, and community: surrogate cop, parent, governor; inspirer, saint, hero; drudge, workhorse.

Some people think it's fine for teachers to be totally absorbed in the job, the kids, and the school. It makes them nervous to think that teachers have much going on outside of school. What they don't know is that having wide personal interests can help teachers be more adventurous

professionally and save them from the narrower life of a faithful drudge. Whatever a particular teacher's personality, style, and aims, certain resources and strategies are universally useful. The school has some responsibility for making them possible.

Teachers can read, but when? Professional reading is unlikely much before the last night meeting, batch of papers, call from a parent, or rehearsal. It is ironic that teachers have so little time to study their profession to see how it works, where they fit in, and think about it. It is easy to say that something must be done about it. One way to start is for schools to look for ways to give teachers more spiritual "space."

Associating with other teachers is another way to stay alive professionally. The school that makes space in its schedule for teachers to visit one another's classrooms and discuss what they have seen and heard is offering an invaluable resource. Some schools find it well to start with the most responsive-seeming, unthreatenable teacher. What better way to get teachers acquainted and talking about shared concerns?

And how about small groups for sharing, trying out ideas, hearing other people's successes and failures? This might eventually transform faculty meetings from recitals of information and crawling agendas into occasions for genuine exchange, planning, and shared hopes and aims. The school doesn't have to wait for Godot or the second coming of John Dewey or Maria Montessori to get this kind of thing going.

Despite the lack of spare time, teachers manage to find adventure outside of school. Why not make it easier for them by giving them different professional air to breathe, new stuff to bring back and try? Short seminars and workshops can do wonders. Schools shouldn't claim they don't have the money or the time, and teachers shouldn't be allowed to

hang back. Self-propelling teachers should be encouraged, and the school should propel all others, to enlarge their horizons by going outside for a look around.

Those are one-shot experiences, lasting a few days to a week. The longer ones, less weighty than graduate courses, more often focus on teachers' needs, questions, and strategies. An even bigger leap is the semester or year-long exchange, where teachers trade places at other ends of the country--or the earth. Don't worry about missing the school's greatest teacher. The students survive, and the exchange teacher might even turn out to be just as terrific.

Summer is the hardest one of all for schools that aren't advancing strongly enough on the faculty-salary front. Such schools can hardly expect teachers to forego opportunities to earn more money by putting in a full summer of professional enrichment or personal refreshment. If those are valuable ways for teachers to spend two or three months, then schools should do their best to make them possible.

Schools--administrators, teachers, trustees, parents, planners, and financiers--can work toward experiences that enrich teachers' knowledge and skills and thus bring confidence and ambition into teaching. Whether a teacher's experience consists of an instant in a small corner of the school or lasts a year thousands of miles away, it is worth striving for. The teacher, the school, the community, and the society can be profoundly affected by the simple but important efforts described here.

Faculty Renewal: Conserving Our Most Vital Resource

Charles F. Dey

Charles Dey is principal of Choate Rosemary Hall, in Wallingford, Connecticut. This paper is taken from remarks delivered at a meeting of school heads and trustees at Lawrenceville in April 1980.

Lewis is a sixty-five-year-old veteran of the classroom and dormitory, about to retire from 43 years of teaching at our school. Mary, a twenty-five-year-old third-year teacher, is tempted by law school. Lewis is tired, slow-moving, resigned to waiting out his time on the periphery, a diminished shadow of a once-vital schoolmaster. Mary is vigorous, bright, multi-talented, enthusiastic, and sought after, showing all the early marks of a distinguished teacher.

Lewis and Mary stand at opposite ends of a long road. Lewis squints back through eyes tired from red-penciling 60,000 essays. Mary, clear-eyed, looks ahead. Both dislike what they see.

For Lewis, the road way back near the beginning is brightly lit, sparkling with occasional color bursts illuminating him at the center. The middle distance still gives light, color, texture, and even intermittent sparkle, but much less frequently.

A cohesive body of people moving along behind an obviously dominant leader gradually fragments into committees, factions, and political divisions. Replacing clear signals from a single source is a babel of voices--deans, directors, chairmen, vice principals, vice rectors, assistant heads--and a mushrooming maze of side roads down which once-valued colleagues disappear. Nearer on, the lights get dim, then dimmer. Some flicker, others go out. Odd that a road so wide, straight, and well marked at its beginning should have become so cluttered and confusing along the way. By now the

road is narrow, barely a footpath, not much traveled, lonely; the secure retirement once envisioned now cruelly threatened by inflation.

Mary, newly traveling the same road, is thrilled with the excitement of it all: new companions, intellectual stimulation, everywhere positive signals--"Good work, nice win, great class, happy dorm, strong reports." All is well. Her world is disturbed only as she peers up the road, where midcareer colleagues have settled comfortably into predictable patterns and routines. Having invested two decades in attaining the right house, right courses, and right teaching schedules, they are secure in their seniority. Muted rationalizations of a fading idealism replace once-hard questions about who they were serving, in what ways, and why.

Mary winces and looks beyond them. At the far end of the road, beyond all the midlife tensions, trauma, and marital recombinations, she spies Lewis silhouetted against a dull, monochromatic landscape. The harder she looks at this vision, the more familiar it becomes--as if she herself were reflected in a distant mirror.

Concerned about her financial security and the stereotypes she sees around her, Mary seeks reassurance about the road ahead. Will sustained dormitory life put unreasonable strain on her marriage? Is a dormitory the right place to raise children? Will she and her family find personal privacy, intellectual growth, financial dignity, and periodic renewal?

Instead of reassuring her, I, as head of the school, equivocate: "Possibly. It depends. We could try." Not good enough. What more should I have been able to offer her? At least two major inducements: continuing intellectual growth and greater financial security.

If great teachers make great schools, nurturing great teachers becomes at

least as important as the education of students. In selecting our faculty, we should apply our educational philosophy--tailoring diverse programs to diverse students--equally to our teachers. We should give as much consideration to teachers' needs as we do to our schools' needs. A career in a boarding school, by definition, should be a never-ending sequence of new learning experiences.

We should challenge our teachers with periodic change and allow career patterns to vary with each person. During each career segment, teachers should actively prepare for the next block of time. At the point of transition--perhaps every five to seven years--we should give them a six-month paid leave of absence.

To make the system work, we would require most faculty members to live in dormitories, but limit the length of each period in residence. We would vary residential patterns according to personal or family needs. During the early days of marriage and preschool children, a family might live in nondormitory housing. When the children are in elementary school, the family might go back to a dorm and move out again when the children reach high school. This periodic change could continue in later years, when the offspring have scattered. Our residential system would be constantly invigorated by fresh reinforcements.

By distributing dormitory responsibilities more evenly, we would create more opportunities for teachers to test themselves in new areas, whether as assistants in admissions, development, or a dean's office, as editorial aides in publications, as coordinators of an extracurricular program, or teaching a new course.

As the philosopher teaches mathematics, the classicist music, or the Shakespearean authority a political science elective, one might even

recapture some of the freshness that so often makes one's earliest teaching experiences the most stimulating, despite inadequate command of material, awkward techniques, and a superficial confidence. Endless, consecutive years of navigating the Odyssey, unraveling the mysteries of quadratic equations, or bringing students to an emotional pitch over McCarthyism can weary the best of us.

As one envisions a career as a series of new experiences, with the possibility of repeating earlier stages, one can become more imaginative and courageous about generating growth opportunities. If carefully planned, the changing of roles could help bridge chasms between academic departments, teachers and administrators, and the campus and the larger community.

Greater career flexibility might also appeal to teachers who want to join us, but not if they must cut themselves off from prior commitments. The minister could sustain links to the inner-city parish, the political scientist to city politicians, the anthropologist to the Africa desk in the State Department, the biologist to world conservation efforts. Teachers could remain faithful to and active in their deeply held commitments and issues of conscience. By offering varied career patterns, we could become far more successful in attracting more broadly gauged persons to our faculties. They, in turn, could help our schools to count for more in national terms and to make our schools a greater moral force in the lives of our students.

Flexible career planning also presents some serious questions. First, one might ask, will it cost more? It may. Will faculty members resist any idea that makes their apartment or house less permanent? That is a risk, but shouldn't those who prepare students to deal with the unknown be

prepared themselves to entertain planned, orderly change in their lives?

Will all this moving around fragment the community? Can the center hold? I wonder if too much holding by the center does not suffocate creativity.

Will we lose continuity? Yes, if by "continuity" we mean having a large percentage of our teachers doing what they have always done. In my judgment, that ought to be threatened.

What about teachers who would rather stay in dormitories? I am prepared to argue that even those highly experienced, skillful veterans who seem permanently rooted in dormitory life would be well served by change.

Will faculty members, once out of dormitories, be willing to return? They will if they have chosen us because they want to live with students, if they know that school policy limits dormitory service to no more than five consecutive years, and if at the outset they commit themselves to a total of at least 15 years of dormitory service.

Can we easily, in fact, offer significant new experiences to faculty members? Our most celebrated example suggests caution. It involved weeks of discussion, reams of correspondence, and months of planning to arrange a teacher exchange with an Australian boarding school. The learning opportunity was extraordinary. Before departure, our teacher married. He and his wife spent a year in Australia, which allowed them to travel throughout Southeast Asia, including three weeks in China. He returned to new courses and his old varsity coaching slot, which we had protected. Now, two years later, he's divorced, in Alaska, building pipelines.

Finally, do new exposures really foster excellence in teaching? Don't they raise expectations that can't be met? Raising faculty

expectations is exactly what we must do--encourage teachers to shape their own futures, to dream a bit.

More imaginative financial planning is another path to faculty renewal. Sitting in New York one day with a wealthy alumnus, I was animatedly arguing for higher faculty salaries and lamenting the sad state of teacher compensation. Suddenly he leaned forward, "And you know, Mr. Dey, it will never change." As hard as we might struggle to prove him wrong, he's probably right. At best we will claw and scratch to keep pace with inflation. That we will do better is unlikely. That reality, however depressing, is not new.

Our teachers live among students who vacation in Aspen and Antigua. They try to be enthusiastic when the twenty-six-year-old former student stops by to describe her new job at IBM at twice the salary on which they are attempting to support a spouse and two children. These incidents become more poignant as our teachers, typically without equity, watch their purchasing power eroded by an inflation rate that exceeds their annual salary increases.

We can be infinitely more imaginative in addressing this problem. First, we should offer our teachers assistance in financial planning. Trustees, parents, and alumni represent vast business and financial expertise. By knowing how to ask the right questions and exploring alternatives, fewer faculty members would find themselves in midcareer without real estate and other equity, and without the prospect of affording comparable housing by the time they leave the school.

Second, in every way possible we should encourage our teachers, early in their careers, to become mini-capitalists. For example, we could use our endowments to provide loans to those who wish to invest in income-

producing property. This lesson was brought home to me by the teacher who has had such success with his apartment rentals that he is now searching for a second duplex. Possibly we should explore financial assistance, also, for a host of other entrepreneurial activities. Small-scale home industries or other part-time business ventures become more realistic when spouses can be involved. Still other potentially profitable ventures do not require large capital--computer consulting, photography, and publishing. Supplementary income would relieve financial pressures and make our teachers more knowledgeable, interesting, and secure.

Of course we can't place our endowments at the disposal of every aspiring faculty entrepreneur. But we use venture capital to test new educational ideas; why not use our financial resources to encourage teachers to test their ideas in the marketplace? Our teachers are our greatest asset and most precious resource. Increasing their financial security should receive highest priority as we weigh alternative uses of endowment income.

Will such competing activities encourage a part-time mentality and less commitment to our schools? Might they not be so attractive that we will lose our most successful teacher-entrepreneurs? Possibly, but if someone does find a more compelling interest at a different stage in life, I say, "Fair enough, growing is what we're all about."

We must help our teachers achieve a healthier independence--from our schools, for themselves. That can only make them stronger models for our students, who are themselves groping as they reach beyond the dependencies of adolescence.

I want to see present and future teachers receive a better return on

their lifelong investment. Capable as most veteran teachers are, I believe that had they had the opportunity for more flexible careers, along with greater financial security, their years could have been significantly more satisfying and productive. Along the way they might even have nurtured more of those special qualities that characterized their early years. It is, after all, these men and women in the twilight of their careers whose personal example ought to make the most compelling case for boarding school teaching. Our poison is repetition and routine; our tonic is enthusiasm. Great teachers sustain lifelong enthusiasm for subject and student. Young teachers must like and respect what they see at the far end of the road.

To attract and nurture exciting young teachers, I suggest starting with a philosophical commitment to their continuing education. It promotes flexibility and periodic change as essential to sustained intellectual growth and enthusiasm. It recognizes an institutional role in making possible entrepreneurial, income-producing ventures.

As these become accepted practices--as well as institutional commitments--I could respond to our young teacher Mary joyfully and unequivocally: "Stay with us. The road ahead will be infinitely varied. It will twist and turn, rise and fall, and straightaways will compete with meandering byways. But the byways will be clearly marked, and when you choose your final exit, you can retire with dignity."

Riskier? No doubt. But surely more enticing, invigorating, humane, and fun. And, after all, if not these, what is renewal?

Programs and Practices To Increase Faculty Satisfaction

The following is an excerpt from the outline of remarks made by Joseph B. de Peyster, NAIS Director of Administrative Services, at the 1979 annual meeting of the Southern Association of Colleges & Schools. Although not specifically labeled "professional development and enrichment," we feel that his comments are germane to this handbook.

1. Involving faculty in the decision-making and planning process
 - a. As trustees
 - b. On administrative committees
2. Providing programs to promote personal and professional growth as well as to boost morale. Examples:
 - a. Rotating department chairmanships
 - b. Encouraging interclass, interschool visitation
 - c. Inviting visiting scholars, speakers, artists to the school
 - d. Providing time in the schedule for faculty members to share hobbies and special skills with one another and with students
 - e. Providing communications workshops for faculty
 - f. Emphasizing positive reinforcement throughout the school
 - g. Providing maternity leaves of absence
 - h. Providing an opportunity for a faculty member to attend programs in which his or her child is involved
 - i. Providing occasional time off for personal work
 - j. Providing long weekends (four days) twice a term
 - k. Providing opportunity to chaperone "out of country" field trips in spring
3. Being concerned about faculty-meeting policies and practices, such as
 - a. Encouraging parent and trustee involvement in the life of the school
 - b. Involving faculty in the social life of the school
 - c. Providing special occasions for faculty children
 - d. Providing special workdays, play days, activity days (carnivals, fairs, barn sales, etc.) involving all constituencies of school
 - e. Building a tradition among parents of caring for staff with burdens and needs.

And, finally, as one school head commented about efforts to improve environment, "All we do is to try and muddle through as best we can." I liked that. I suspect we all at one time or another have done the same.

Thoughts on Using Summer Opportunities for Professional Development

Nathaniel French

Nathaniel French is a consultant and former associate professor at the University of Massachusetts at Amherst.

Although the freedom given students and teachers during the summer months derives from an earlier agrarian society, its continuation is justified. Vast areas of knowledge and skills that matter to an independent stance are simply not taught in schools. Whereas freedom from the demands of formal schooling is universal, the imagination to make the best of this opportunity is not so widespread.

Admittedly, financial, geographic, professional, and family realities may limit that choice, but they are not always as onerous as they appear. Sometimes it is best to start with an interest to be fostered and then find a way to feed it while honoring more basic demands.

Take an interest in the energy crisis, for example. Working as cheap labor or as a volunteer, you might find a job with an oil distributor, as a member of a crew installing solar heat collectors for hot water, in the office of a firm that collects waste and converts it to heat energy, with a company that sells and installs insulation, in the office of a lobbyist for or against coal, gasohol, or wood pellets for industrial heat, with an environmental agency investigating the extent and sources of "acid rain."

Or perhaps this is the summer to develop new skills by helping a carpenter, plumber, electrician, or mason; serving as deckhand on a swordfish boat or sternhand on a lobster boat; working in a plant nursery or as a hired hand on a farm; working with a mechanic who repairs and maintains farm machinery or household appliances.

Any of the above suggestions offers value for teachers far beyond

whatever skills and practical knowledge they might acquire. All provide chances to learn more about the people outside the halls of academe, more about their hopes and fears, their views of our society. And this may be what can be brought back to the classroom--what most parents and trustees would support as the reason for granting summer freedom. (And, of course, the reason most parents and trustees delight in helping teachers find the summer occupation they teach.)

Note. Lists of some summer opportunities and educational programs for teachers appear in section IV, below.

A Statement on Teacher Education

This statement, based on one developed by the NAIS Teacher Training Committee in 1973, was prepared by Wellington V. Grimes and William L. Dandridge, of the NAIS staff.

The National Association of Independent Schools and its member schools share with all in education a continuing concern for the quality of teacher education and recognize the need for cooperative effort to strengthen it. Such an effort on the part of the profession itself, of educational institutions and associations, and of appropriate governmental agencies is essential if real progress is to be made.

In the 1960's, the National Commission on Teacher Education and Professional Standards made an important contribution toward such progress by focusing national attention on the need for better teacher education. Among the TEPS objectives and recommendations with which NAIS was in sympathy were better identification and selection of those preparing to teach; and preparation of teachers of quality as a continuing process that assures each teacher a sound liberal education, advanced study in the subject matter of the field to be taught, systematic study of education and its problems, adequate apprenticeship as a beginning teacher, and suitable provision for further growth as an experienced teacher.

The means of their attainment, however, are subject, we believe, to a variety of points of view. Most of our disagreement with the TEPS program and other such approaches arises from what appears to be a tendency to favor the imposition of a uniform structure on the teaching profession and on the procedures for entering it. We seriously question (1) recognition of only one accrediting agency to approve programs of teacher education; (2) a governmental licensing system for teachers that would approve only

graduates of programs endorsed by this single accrediting agency; and (3) membership in professional associations limited to graduates of these approved programs. Such proposals seem unnecessarily and unwisely restrictive and monolithic. Furthermore, they assume a high degree of certainty as to what constitutes proper teacher-training and who is a competent teacher, as well as an ability to define related standards in universally applicable terms. These assumptions appear unwarranted in the light of our present knowledge of the educational process.

The educational process is from start to finish a human enterprise, involving every aspect of human behavior. Our understanding of human behavior has increased substantially since the turn of the century, but it is still rudimentary. The quality of the individual human being is the most important factor in the educational process, whether we talk about the teacher, the administrator, or the student. Effective teaching depends less on the teacher's preparation than on the teacher's personal qualities. Quality in teacher education depends less on teacher-training programs than on the people conducting them. Sound accreditation of teacher preparation depends less on the criteria followed than on the judgment of those representatives of the profession who assess the program. Good teachers teach in different ways, come from a variety of educational backgrounds, and enter the profession in different ways and at different times. We are deeply concerned about any program that would attempt to deal with so sensitive a field as teacher education through uniform procedures backed by statutory authority.

That the situation is complex and not susceptible to uniform solution does not imply that no solution should be sought, but rather that teacher-training in this country will be strengthened if wise and conscientious

minds, involved in a continuing search, devise and enthusiastically pursue a variety of solutions. Education in the United States has long been pluralistic, both by design and by historical development. We believe, with respect to teacher education, that it should remain so. This is not to suggest that we should have no standards or that we should go contrary to a sound trend toward national acceptance of credentials of well-prepared teachers. But there must be provision for different kinds of teacher education, for different routes into teaching, for different ways to be certified, and above all for the exercise of judgment by competent people at all levels of the process.

Only through assuring conscious and intentional variety in our teacher-training procedures can we best meet the varying needs of all teachers in all situations. Only through such variety can we best capitalize on the genius of the individual teacher, of the individual institution, and, ultimately, of the individual student.

Private schools and private school teachers have historically had little regulation by their respective state education authorities. This relationship has changed dramatically in the last decade, however, and there are many indications of the government, both state and federal, expanding its influence over private schools in the future. Current trends indicate that more and more states will seek to license and/or accredit private schools and teachers.

The following table, summarizing the status of state certification for private school teachers as of January 1979, comes from a survey conducted at that time by the Department of Education of the State of Florida.

State regulations for certification of private school teachers

1. Mandatory: Hawaii, Idaho, Iowa, Maine, Michigan, Nebraska, North Dakota, Ohio, South Dakota (K-8), Washington (see also sec. 4, below), West Virginia
2. Voluntary: Alaska, Arizona, California (see also sec. 4, below), Colorado, Connecticut, Florida, Illinois, Indiana, Kansas, Louisiana, Montana, Nevada (see also sec. 4, below), New York, North Carolina, Oklahoma, Rhode Island, South Dakota (9-12), Texas, Utah, Virginia, Wisconsin
3. No requirements: Arkansas, Georgia, Maryland, Minnesota, Missouri, New Jersey, New Mexico, Oregon, Pennsylvania, Vermont, Wyoming
4. Special situations: California (special education), Nevada (mandatory for non-church-affiliated schools), Washington (except for teaching of religion)
5. Did not respond to survey: Alabama, Delaware, Kentucky, Massachusetts, Mississippi, New Hampshire, South Carolina, Tennessee

We urge readers to consult their state departments of education and state and/or regional association of independent schools to stay abreast of changing state requirements. When this survey was made, four more states were considering legislation to require state certification of private school teachers.

III. EXAMPLES OF PROFESSIONAL DEVELOPMENT PROGRAMS IN SCHOOLS

In this section, we present some requisites of an effective professional development program; descriptions of programs in three schools--The Dalton School (New York City), The Ensworth School (Nashville, Tenn.), and the Haverford School (Haverford, Pa.); and brief notes on experiences of some other schools.

Eight Requisites of an Effective Professional Development Program

A small group of school people now involved in developing professional enrichment in their schools met in May 1980 to discuss problems, approaches, goals, and financial considerations in creating a school's professional development program. The following "requisites of an effective program" were developed from ideas generated by their discussions. Participants: Pauline Anderson, Choate Rosemary Hall (Conn.); Peter Buttenheim, Berkshire Country Day School (Mass.); John Hatch, Graduate Summer School, Wesleyan University; Alan Houghton, Connecticut Association of Independent Schools; Barkley Johnson, The Taft School (Conn.); Richard Morey, The Dalton School (N.Y.); Dorothy Dillon, Kent Place School (N.J.), and member, Teacher Services Committee of NAIS.

A professional development program has no defined limits: it may rest within a school or extend far beyond; it may have virtually no budget or a large one. Yet in any effective program there must be certain universal conditions that help establish its legitimacy and ensure its success. The following criteria, developed in May 1980, are offered as a possible springboard for discussion in schools contemplating the structure of their own professional development programs.

1. Evaluation and professional development are complementary.

To evaluate teachers and identify areas in need of development, and then to fail to assist in that development, makes further evaluation by department heads and school administrators counterproductive. An active professional development program supplies and anticipates avenues for growth.

2. The structure of the professional development program is nontreating.

To the extent possible, the individuals responsible for coordinating and recommending opportunities do not bear the primary evaluative role within the school: they are not charged directly with salary administration and determination of job tenure. Size need not necessarily be an excluding factor, for a full-time teacher can sometimes absorb responsibility for administering the program, although in a small elementary school the head's tasks may include both evaluation and development.

3. The head of the school has a genuine commitment to professional development.

The head's commitment generates visible enthusiasm and support, both philosophical and financial. It is the sine qua non of any program. The head supports the formal aspects of the program and, if necessary at the outset, initiates them. The head is likewise a participant and willing to be evaluated.

4. The faculty is directly involved in the implementation of the program.

An effective program evolves, not from imposition, but from a sense of need. Early in its history, the faculty becomes responsible for its leadership. Teachers provide some of the support services, decide grant awards, plan seminars, conduct workshops. Teachers attuned to growth and development serve as crucial role models and share information on professional activities in which they have participated.

5. Concern for professional development begins at the start of each teacher's career at the school and is sustained throughout his or her years there.

Orientation is an important part of a teacher's development. So too--and

sometimes more difficult in the face of resistance among veteran teachers-- is a continuing appropriate concern throughout the teacher's professional life.

6. There is a codification of opportunities and a well-defined clearing-house for awards.

A printed source provides a clear understanding of the opportunities, procedures, and available financial assistance.

7. Information about opportunities for growth and education is publicized in a regular way and in a central location.

There is a continuing interchange of professional development news, with opportunity on bulletin boards, in faculty meetings, in newsletters for sharing experiences. "Reporting back" by program participants is expected and accepted.

8. Professional development is a line item in the budget, with corresponding trustee priority.

The funding of opportunities for growth adds substance to the board's commitment to faculty evaluation. The appropriate board committee needs periodic progress reports in order to act responsibly in allocating funds.

Professional Development--A Report on a Survey

Rick Morey, The Dalton School, New York, N.Y.

Critics of the concept of professional development appear about as frequently as those unhappy with the idea of a cloudless weekend in the country. Among independent school administrators, the suggestion of staff development promotes unqualified praise. Based upon personal observation and a survey I conducted two years ago, in 1978, however, what exists as concept does not always thrive in practice. Professional development in the independent schools has increasing vitality today, but with a variety of manifestations.

Perhaps professional development as a term needs to be brought out of the shadows. The concept, of course, originated in the world of business, where it continues to command much attention, respect, and institutional funding. I presume to think that at Dalton professional development may suggest to the teacher a useful workshop recently attended, availability of the Faculty Study, or an anticipated sabbatical year. Perhaps for some teachers the best professional development comes in the informal discussions with one another that take place during the school week. I am aware that more opportunities might be brought to the attention of the faculty, but even so Dalton seems to be ahead of most other independent schools in efforts to create familiarity with and encouragement for professional improvement.

In my survey of close to 30 schools, mostly but not exclusively in the Northeast, I learned that nearly all have some set policies for teacher improvement, especially in distinct areas such as financial support for degree work or sabbatical eligibility. In general, schools leave more complex matters, such as reimbursement for school-related travel, comfortably flexible. This latter approach is preferred by a majority of school administrators responding; the leading explanation offered was that this

precludes any truly worthy teacher request being set aside because of some strict and precise policy. Some administrators admit to an unfortunate difficulty with this approach: it may foster a kind of faculty jockeying for position, in which the race is to the glib and persuasive rather than to the equally earnest but less articulate. Most school heads appear willing to risk this, believing that having room to negotiate is a preferable position. A flexible approach, then, is the leading, and perhaps ascendant, approach to professional development today.

Some schools have recently appointed a faculty member as coordinator of staff development. This person may serve a clearinghouse function for prospective professional interests of colleagues. Most schools--not all, but a clear majority in my survey--prefer to concentrate all concerns and requests for professional development on the head's office. Some school heads stated that there are simply not enough requests for professional development to warrant anything but the head's personal consideration. Interestingly, many of these school administrators embrace what I consider a narrow definition of staff development; some responses suggest that administrators perceive a lack of validity in many teacher requests.

There are, to be sure, some real impediments to a healthy atmosphere of professional development in the school--lack of funds, for instance. But certain other responses suggest trouble ahead, even when funds are available. Some schools are unwilling to take on the task of motivating the teacher to consider professional improvement, seeing it as largely irrelevant to classroom teaching or membership in the school community. One headmaster noted that this professional emphasis dilutes faculty time and energy. Another indicated that staff development activities serve primarily as a smokescreen for the salary issue. Indeed, on one survey

conducted by a Colorado independent school, a respondent stated that when a teacher has had several years in one place only salary increases can serve as a satisfying experience in professional development.

With declining numbers of school-age children in the 1980's, one likely trend is the stabilization of school faculties. Until the pool of job applicants declines, it is probable that fewer teachers will leave schools without being fairly certain of employment elsewhere. Thus the average length of employment of a school's teachers should expand in the 1980's. With this, the clear advantages of professional development, for institution and teacher alike, deserve a wider discussion and application in the independent schools today. As a means of acknowledging a teacher's need to grow in the profession and of promoting vital classroom instruction, this can help in the perpetuation of productive and rewarding independent school education.

Faculty Development Program at the Ensworth School, Nashville, Tenn.

submitted by Ronald Fay, Headmaster

Successful professional development in a school is directly related to the commitment on the part of the board of trustees and the administration and their willingness to promote and finance such activities. We are fortunate at Ensworth to have the informed, committed, and able leadership willing to provide the necessary example and financial support needed to promote an extensive professional development program.

The faculty is made aware of the opportunity to participate in a wide variety of professional growth activities. The school facility has been made available frequently for use by local and regional professional meetings and workshops. Money is budgeted each year to support a wide range of workshops and conferences for the faculty. When attendance at these activities necessitates absence from school, the school pays for substitutes.

Work toward undergraduate, graduate, and professional certification is encouraged through the payment of half the expenses of tuition and books. While much of this work takes place off campus, several courses per year are offered on campus, particularly ones relating to the certification of present teachers.

Over the past few years several on-campus workshops have been offered for our faculty. Certification credit is generally given for these workshops. Some recent ones have included a metric workshop and a workshop on motivation (one of the nationwide reading companies provided a review of reading and study skills in content areas). We have also had an afternoon workshop, open to other area schools, dealing with the use and misuse of standardized test results.

In an attempt to educate our faculty, the Red Cross set up an

afternoon workshop on general safety rules and emergency safety information. Also several faculty members went to the Red Cross to receive certification in teaching safety.

Whenever appropriate, faculty members are asked to demonstrate special techniques, materials, or ideas to the rest of the faculty. Recently one faculty member demonstrated the use of the Orff instruments from pre-first through eighth grades. In preparation of a New Games Day last year, several of the faculty members taught "New Games" to the faculty. As staff members return from special conferences in their content fields, they are asked to report about the meetings to the general faculty.

Over a two-year period the faculty developed an evaluation form. Through its yearly use, the supervisors and the headmaster have an opportunity to recognize strengths, weaknesses, and general growth patterns of specific faculty members. This particular technique has been accepted by the faculty and not only encourages growth but also builds openness between the administration and the faculty.

The money available for the purchase of professional journals and books, along with the support for participation in professional organizations, has kept faculty members in tune with developments in their special fields.

In recent years we have provided practice teachers an opportunity to observe and work in the school and have had girls from a local independent school join us as teachers' aides. Faculty members have found these experiences challenging for them as well.

In the past, a variety of in-service experiences have been tried at our school. One year the entire faculty went to a retreat area for two nights and three days and worked with a professional management team.

This experience solidified the faculty and helped to clarify the school's organization chart. Preceding each school year, the faculty spends one week in general meetings, section meetings, and department meetings interspersed with time to work on homeroom organization, orientation of new students and faculty, and general preparation for school. This has been an outstanding device to prepare for the new school year.

Also for those interested in writing for publication, time has been provided to encourage this activity; however, this is an interest limited to only a small number of the faculty.

Finally, the process of pre-evaluation and evaluation for accreditation provides an excellent way to review, regroup, and understand the program and the school.

Professional Development at the Haverford School, Haverford, Pa.

submitted by Charles R. Dutill, Dean of Faculty

As a result of foundation grants and restricted endowment funds, the Haverford School has money available for the professional development of its staff. While we have no specific arrangement with any particular college or university, we are fortunate in that there are many colleges and universities in our immediate area which offer graduate programs and/or individual courses of particular interest to members of our staff. The policy of the school is to fund such courses and/or advanced degree programs for faculty members, in consultation with the dean of faculty, through the master's degree and/or Pennsylvania state certification. Classes are generally attended in the late afternoon, evening, or Saturday mornings.

Also included in this program is attendance at workshops, seminars, conferences, etc. Again, the faculty member consults with the dean of faculty and together they determine the activity's possible benefit to the faculty member and the school. One- or two-day workshops may be on weekends or during school days.

The intent of the dean of faculty is to be aware of what the individual faculty member is doing, determine the value of each request to the faculty member and the school, and also to see to it that funds are distributed to as many different faculty members as possible.

In addition to courses taken at local colleges and universities, some of the other educational experiences utilized by our faculty include NAIS and Friends' Committee workshops, Marywood College workshops, learning institutes, Academy of Natural Science workshops (Philadelphia), National Science Teacher Association Meeting, American Chemical Society

meetings, workshops of the Choir School of St. Thomas Church, in New York City, seminars, National Art Education Association Meeting, etc. Attendance at local private school teacher association meetings is encouraged. Also, we have helped defray the cost of summer study in foreign countries for foreign language teachers. Summer study for all faculty is encouraged, and stipends are awarded on the basis of cost of program, length of time, etc.

What Some Other Schools Are Doing

The Parents' Association of North Shore Country Day School, in Winnetka, Illinois, granted \$1,000 to be awarded to one teacher for summer enrichment with the following guidelines: (a) the proposal must be of personal and/or professional benefit to the individual, and (b) it must be shared with the school community. Proposals need not be related to the individual's teaching field. A committee of faculty members selects the recipient.

An alumna of the Hillside School (a predecessor of the Seven Hills Schools, in Cincinnati, Ohio) organized a fund-raising venture to provide endowment for an award to a teacher for professional enrichment. A committee of alumni and faculty select the recipient.

A committee of the faculty at North Shore Country Day School organized a panel of (a) a former headmaster of the school, (b) a senior teacher on the staff, (c) a retired teacher of many years' service, and (d) a former professor from the Northwestern University School of Education. The discussion centered around the educational changes in the school during the past 20-30 years. The professor reviewed the discussion in relation to national trends in education. Ten former faculty members and old friends of the school were invited to the panel and to dinner following, providing the opportunity for the current faculty to have direct discussion about the school's traditions with several people who have known the institution over a number of years.

Greenhill School, in Dallas, Texas, was given a gift by a parent to send teams of teachers to workshops on issues of concern to the faculty and the school. This year, five members of the faculty, including the

head, attended the NAIS Teacher Services Committee's classroom management workshop at Sewanee Academy (Tenn.). Another group attended Eric Johnson's writing workshop at the Hockaday School, in Dallas. The gift is expected to allow the school to send teachers to workshops for the next three summers.

IV. RESOURCES AND IDEAS

This section includes a number of lists and statements about groups, activities, and books that could serve as useful resources to professional development program planners, as well as some ideas. We stress that the lists are not all-inclusive. They represent contributions and suggestions from past and present members of the Teacher Services Committee, school heads, and members of the NAIS staff.

The TSC will welcome additions and corrections to these lists as well as criticism of them. Please address your contributions to the Teacher Services Committee, NAIS, 18 Tremont St., Boston, Massachusetts 02108.

NAIS Academic Committees: Their Purposes and Activities

Committees are the heart of NAIS, for it is the committees that carry out much of the work of the association. NAIS committees fall into three broad categories: academic, administrative, and special committees. We describe the academic committees here.

The NAIS academic committees provide services and information to those in schools who are responsible for developing the educational program, whether they are teachers, administrators, or other staff members. The NAIS academic committees include the Academic Committee and its task forces, the Teacher Services Committee and its ad hoc committees, and the Elementary Schools Committee.

The Academic Committee, which has the overall responsibility for the educational activities of NAIS, deals with philosophical questions and theories as they relate to the particular needs of independent schools. This committee is composed of five NAIS board members and five nonboard members, who are administrators or teachers selected from member schools. It is charged with providing educational leadership, promoting academic excellence in independent schools, and overseeing all educational activities

and services provided by NAIS. The special task forces are formed as needed on a short-term basis to study specific issues and present their findings in the form of position papers, monographs, recommendations, workshops, or symposia. Recent task forces have studied such topics as the gifted and talented child, the role of the library in the independent school, physical education, moral education, middle schools, and secondary school mathematics.

As the service arm of the Academic Committee, the Teacher Services Committee provides in-service activities to assist the growth and development of teachers. A standing committee of teachers from NAIS member schools, the TSC directs ongoing activities for teachers and implements special projects through ad hoc committees. Recent ad hoc committees have been responsible for NAIS projects on international education, environmental education, art education, reading and study skills, early childhood education, and counseling and guidance. These committees present their findings in various ways--monographs, position papers, workshops, or symposia.

The Teacher Services Committee plans the NAIS summer academic workshops, is responsible for both the Academic Grants Program, which provides funds to help member associations and schools develop workshops for teachers, and the TSC Newsletters, which are published twice a year in various subject areas and provide a means of communicating and sharing ideas and techniques among teachers.

The Elementary Schools Committee sponsors workshops, colloquia, and other activities designed for teachers and administrators of the elementary grades (K-9). The committee is composed of heads of elementary schools and directors of lower divisions of schools consisting of preschool through grade 12. Recent topics included in the committee's colloquia:

teaching writing in grades 2-8; evaluation of students, faculty, and administrators; learning theory at the early childhood level; and implications for the classroom teacher of the recent research on the left and right hemispheres of the brain.

NAIS and its academic committees hope that schools not only will view their activities and programs as a source of professional development but also will call on NAIS as a resource to help identify people, programs, and materials while developing their professional enrichment and growth programs for their own faculties.

NAIS Member State, Regional, and Local Associations as of September 1980

State, regional, and local associations of independent schools are another important resource in seeking professional development opportunities. Associations vary in their purposes, structures, and services. For teachers, some offer annual conferences, a program of summer and school-year workshops, publications, and grants to support special projects. To discover what services the association(s) in your area offer, get in touch with the association representatives listed below.

State and Regional Associations

ALABAMA ASSOCIATION OF
INDEPENDENT SCHOOLS

William H. Fargason, Jr.,
President
Donoho School
2501 Henry Rd.
Anniston, Ala. 36201
(205) 237-5477

ARIZONA ASSOCIATION OF
INDEPENDENT SCHOOLS

Mrs. Pat Karppinen,
Executive Secretary
P.O. Box 32068
Phoenix, Ariz. 85064
(602) 954-8275

ASSOCIATION OF COLORADO
INDEPENDENT SCHOOLS

Robert P. Colwell,
Executive Secretary
130 S. Cherry St.
Denver, Colo. 80222
(303) 377-8006 or
838-5378

ASSOCIATION OF INDEPENDENT
MARYLAND SCHOOLS

Mrs. Sarah Ann Donnelly,
Executive Director
P.O. Box 802
Severna Park, Md. 21146
(301) 647-0616

ASSOCIATION OF INDEPENDENT
MICHIGAN SCHOOLS

James Gramentine, President
Greenhills School
850 Greenhills Dr.
Ann Arbor, Mich. 48105
(313) 769-4010

CALIFORNIA ASSOCIATION OF
INDEPENDENT SCHOOLS

Mrs. Susan B. Badger,
Executive Director
1453 N. San Antonio Ave.
Upland, Calif. 91786
(714) 981-0618

CONNECTICUT ASSOCIATION OF
INDEPENDENT SCHOOLS

Alan N. Houghton, Executive
Director
Box 1310
Madison, Conn. 06443
(203) 245-4843

DELAWARE ASSOCIATION OF
INDEPENDENT SCHOOLS

William E. Ricketson, Jr.,
President
The Tatnall School
1501 Barley Mill Rd.
Wilmington, Del. 19807
(302) 998-2292

FLORIDA COUNCIL OF
INDEPENDENT SCHOOLS

Edgar T. McCleary, Executive
Secretary
4227-R W. Kennedy Blvd.
Tampa, Fla. 33609
(813) 870-2821

GEORGIA ASSOCIATION OF
INDEPENDENT SCHOOLS

Fred H. Loveday, Executive
Secretary
3209 Isoline Way
Smyrna, Ga. 30080
(404) 436-5425

HAWAII ASSOCIATION OF
INDEPENDENT SCHOOLS

Ms. Dorothy Douthit,
President
Honolulu Junior Academy
2345 Nuuanu Ave.
Honolulu, Haw. 96817
(808) 595-6359

INDEPENDENT SCHOOL ASSOCIATION
OF MASSACHUSETTS

William Laverack, Executive
Director
Box 638
Andover, Mass. 01810
(617) 475-5335

INDEPENDENT SCHOOLS ASSOCIATION
OF THE CENTRAL STATES

James Henderson, Jr., President
1400 W. Maple Ave.
Downers Grove, Ill. 60515
(312) 971-3581

INDEPENDENT SCHOOLS ASSOCIATION
OF NORTHERN NEW ENGLAND

Richard L. Goldsmith, Executive
Secretary
RFD 1
Bridgton, Me. 04009
(207) 647-2420

INDEPENDENT SCHOOLS ASSOCIATION
OF RHODE ISLAND

The Rev. Dom Gregory Floyd, OSB,
President
Portsmouth Abbey School
Cory's Lane
Portsmouth, R.I. 02871
(401) 683-2000

INDEPENDENT SCHOOLS ASSOCIATION
OF THE SOUTHWEST

Richard W. Ekdahl, Executive
Director
P.O. Box 52297
Tulsa, Okla. 74152
(918) 749-5927

MAINE ASSOCIATION OF INDEPENDENT
SCHOOLS

Arthur A. Dexter, President
Lincoln Academy
Newcastle, Me. 04553
(207) 563-3596

MID-SOUTH ASSOCIATION OF
INDEPENDENT SCHOOLS

J. Russell Frank, Executive
Director
1577 Chateau Dr.
Atlanta, Ga. 30338
(404) 396-6881

MISSOURI INDEPENDENT SCHOOL
ASSOCIATION

Sister Stephanie Schmidts,
President
Notre Dame de Sion
10631 Wornall Rd.
Kansas City, Mo. 64145
(816) 942-3282

NEW JERSEY ASSOCIATION OF
INDEPENDENT SCHOOLS

Mrs. Cintra S. Rodgers,
Executive Secretary
Kent Place School
42 Norwood Ave.
Summit, N.J. 07901
(201) 273-2488

NEW YORK STATE ASSOCIATION OF
INDEPENDENT SCHOOLS

Stephen Hinrichs, Executive
Director
33 Warder Dr.
Pittsford, N.Y. 14534
(716) 586-2637

NORTH CAROLINA ASSOCIATION OF
INDEPENDENT SCHOOLS

James P. Hendrix, Jr., President
Greensboro Day School
P.O. Box 9361
Greensboro, N.C. 27408
(919) 288-8590

OHIO ASSOCIATION OF INDEPENDENT
SCHOOLS

Jerry C. Millhon, President
Maumee Valley Country Day School
1715 S. Reynolds Rd.
Toledo, Ohio 43614
(419) 381-1313

PACIFIC NORTHWEST ASSOCIATION
OF INDEPENDENT SCHOOLS

Eleanor Siegl, President
The Little School
2812 116th, N.E.
Bellevue, Wash. 98004
(206) 827-8708

PALMETTO ASSOCIATION OF
INDEPENDENT SCHOOLS

The Rev. Canon Allen F. Bray, III,
President
Christ Church Episcopal School
P.O. Box 10128
Greenville, S.C. 29603
(803) 242-6130

PENNSYLVANIA ASSOCIATION OF
INDEPENDENT SCHOOLS

John H. Burton, Executive
Director
240 N. 3d St., Suite 808
Harrisburg, Pa. 17101
(717) 238-4577

PENNSYLVANIA ASSOCIATION OF
PRIVATE ACADEMIC SCHOOLS

Mrs. Ann L. Witman, President
Springside School
8000 Cherokee St.
Philadelphia, Pa. 19118
(215) 247-9334

SOUTHERN ASSOCIATION OF
INDEPENDENT SCHOOLS

Morris C. Johnson, Executive
Secretary
100 Woodlawn Dr., N.E.
Marietta, Ga. 30067
(404) 971-3799

TENNESSEE ASSOCIATION OF
INDEPENDENT SCHOOLS

The Rev. Canon David Leech,
President
St. Mary's Episcopal School
60 Perkins Extended
Memphis, Tenn. 38117
(901) 682-4626

VIRGINIA ASSOCIATION OF
INDEPENDENT SCHOOLS

Mrs. Jack N. Herod, Executive
Director
St. Christopher's School
711 St. Christopher's Rd.
Richmond, Va. 23226
(804) 282-3185

Local Associations

ASSOCIATION OF INDEPENDENT SCHOOLS
OF GREATER WASHINGTON

Mrs. Ritalou Harris, Executive
Secretary
3665 Upton St., N.W.
Washington, D.C. 20008
(202) 362-3665

ASSOCIATION OF TEACHERS IN
INDEPENDENT SCHOOLS OF
NEW YORK CITY AND VICINITY

Irma Kochenthal, Executive
Secretary
1230 Park Ave.
New York, N.Y. 10028
(212) 534-6296

ATLANTA AREA ASSOCIATION OF
INDEPENDENT SCHOOLS

Delbert R. Coggins, President
Holy Innocents' Episcopal School
805 Mt. Vernon Hwy., N.W.
Atlanta, Ga. 30327
(404) 255-4026

CLEVELAND COUNCIL OF
INDEPENDENT SCHOOLS

Mrs. Nancy Cockley,
Administrative Assistant
1 Lyman Circle
Cleveland, Ohio 44122
(216) 831-0567

INDEPENDENT SCHOOLS ASSOCIATION
OF GREATER CHICAGO

Daniel Kahn, President
Anshe Emet Day School
3760 N. Pine Grove
Chicago, Ill. 60613
(312) 281-1858

INDEPENDENT SCHOOL TEACHERS'
ASSOCIATION OF PHILADELPHIA
AND VICINITY

Mrs. Ann Lauber, Executive
Secretary
376 N. Latches Lane
Merion, Pa. 19066
(215) 839-3100

NEW YORK GUILD OF INDEPENDENT
SCHOOLS

Charles W. Cook, President
Browning School
52 E. 62nd St.
New York, N.Y. 10021
(212) 838-6280

PITTSBURGH AREA PRIVATE SCHOOL
TEACHERS ASSOCIATION

Harry Fleishman, President
Shady Side Academy
400 S. Braddock Ave.
Pittsburgh, Pa. 15221
(412) 731-7280

Teachers' Centers

Throughout the United States are teachers' centers, often associated with a school district or a university's school of education, which can provide curriculum information, shared experiences with colleagues, and materials.

The best source of information about these centers is the Teachers' Centers Exchange Directory, which lists 161 centers in the United States and Canada. The directory, at \$13.00 a copy, may be ordered postpaid, if payment accompanies the order (California residents add tax), from Far West Laboratory for Educational Research and Development, 1855 Folsom St., San Francisco, Calif. 94103.

A one- or two-page description is given for each center, covering its director's name, hours of operation, program, resources, staff, setting, participation, fees and credit, affiliation, support, decision-making procedures, origin, and information.

The foreword of the directory describes its purposes and those of the teachers' centers.

The Exchange opened at the Far West Laboratory for Educational Research and Development, San Francisco, in 1975 as a means of strengthening and stretching the natural communications network operating among the "grassroots" teachers' centers that sprang up in the United States in the late 60's and early 70's. The spontaneous, self-initiated communications across that network were based on commonalities of belief and practice which made it possible for educators of scant acquaintance from widely separated settings to inquire from, learn from, and reinforce each other. Several of the commonly held purposes of these centers were as follows:

Teachers' centers respond to teachers' own definition of their continuing learning needs by offering assistance and instruction that help teachers enrich and activate the learning experience of children in their classrooms.

Centers provide an environment where teachers may come to work on materials or projects for their classrooms,

receive instruction individually and together, and teach and encourage each other.

Centers advise and assist teachers in their schools, working in the spirit of finding the teachers' own starting points for improvement.

Centers urge teachers to take more, not less, responsibility for curriculum and instruction decisions in the school and the classroom; they encourage teachers to participate in the design of professional development programs.

There is a wide variety among centers: some are full-fledged and long-experienced, others have barely begun; some are comprehensive inservice schemes, but most are focused programs aiming to serve a defined and limited group of teachers or to function as an alternative form of inservice. Some of the centers described here are for teachers only, others define "teachers" as parents, community people, or anyone from whom children learn. Some are amply funded, but many struggle to survive. The sources of these centers' support are also varied. Sponsorship (affiliation) of the centers is by school district (64); independent (28); consortium of several districts, sometimes joined by colleges, universities, or other agencies (25); county office of education or intermediate service district (15); cooperative arrangement between a school district and a college or university (13); or a single college or university (13). Fifty-two of the 161 centers are recipients of grants from the U.S. Office of Education Teacher Centers Program.

The 1977 edition of the Teachers' Centers Exchange Directory and its 1978 Supplement listed the following centers.

Arizona: Phoenix (2). California: Berkeley, Corte Madera, El Cerrito, Eureka, La Jolla, Long Beach, Los Angeles (2), Menlo Park, Mountain View, Napa, Oakland, Palm Springs, Riverside, San Diego (2), San Francisco (2), Visalia. Colorado: Boulder, Lakewood. Connecticut: Bristol, Colchester, Greenwich (2), New Haven, Southport, Storrs, Westport. District of Columbia (2). Florida: Gainesville, Kissimmee, Sarasota. Georgia: Atlanta, Carrollton. Idaho: Boise. Illinois: Arlington Heights, Chicago (4), Crete, Des Plaines, Edwardsville, Glenview, Palatine, Wilmette (2). Indiana: Elkhart, Jeffersonville. Kansas: Lawrence, Wichita. Louisiana: New Orleans (2). Maryland: Waldorf. Massachusetts: Amherst, Attleboro, Beverly, Boston (3), Brookline, Cambridge, Franklin, Holyoke, Lakeville, Shelburne, Watertown. Michigan: Detroit, Kalamazoo, Warren. Minnesota: Minneapolis (2). Missouri: Ferguson, Independence, Kansas City, St. Louis (2). New Jersey: Lincroft, Mahwah. New Mexico: Las Cruces, Santa Fe. New York: Bay Shore, Bronx (2), Camillus, Cicero, Cortland, DeWitt, Great Neck, New Hartford, New York City (10), Scarsdale, Syracuse. North Carolina: Charlotte. North Dakota: Devils Lake, Grand Forks (2), Mayville, Minot. Ohio: Cincinnati, Cleveland Heights. Pennsylvania: Harrisburg, Philadelphia (4), Upper Darby. South Dakota: Huron, Kyle, Rapid City. Tennessee: Nashville. Texas: Waxahachie. Vermont: Bennington, Saxtons River, Waitsfield, Wilmington. Virginia: Norfolk. Washington: Seattle. Wisconsin: Burlington, Gillett, Green Bay, Madison, Milwaukee, Whitewater. Canada: St. Boniface, Winnipeg

Teacher Exchanges

Teacher exchange is one device often suggested for teacher renewal and professional development. This exchange may be between a person from an urban school and one from a rural school, from a day and a boarding situation, between a large and small school, and between schools in different parts of the country or between countries. Such a program offers participants new opportunities, new challenges, new ideas, thus providing for growth and renewal. The schools, too, can benefit from the fresh insights of both individuals who take part in the exchange.

NAIS fosters teacher exchanges among its member schools each year by soliciting information from school heads on teachers who would like to participate. Each fall, NAIS sends school heads an announcement of the exchange and application forms for interested teachers. The teachers and the schools submit these forms to NAIS, which then compiles a list and mails it to all schools on the list in the hope that they will find exchange teachers.

Practical arrangements for exchanges will vary: length of exchange, whether the individual or the whole family moves, whether the present school or the exchange school pays the salary, whether exchange teachers trade housing, how exact and complete a transfer of duties is involved. The two school heads in an exchange need to determine such matters in advance. For that reason, NAIS's role is simply to put interested schools and people in touch with one another.

School heads are urged to give serious consideration to this approach to providing faculty growth and renewal. Aside from the NAIS clearinghouse arrangement, many school heads have worked out exchanges on a one-to-one

basis with colleagues in other parts of the country or from different types of schools.

Also exchanges with foreign independent schools offer a unique opportunity. The foreign schools that are affiliate members of NAIS are listed in the NAIS Directory. In considering teacher exchanges with schools abroad, one should consider the possibility of working out an arrangement with one of these schools.

The following groups may also provide other approaches to exploring exchange opportunities.

NAIS Teacher Exchange Clearinghouse, 18 Tremont St., Boston,
Mass. 02108; (617) 723-6900

British-American Educational Foundation, 426 E. 89th St., New
York, N.Y. 10028

Council on International Educational Exchange, 777 United Nations
Plaza, New York, N.Y. 10017; (212) 661-0310

Independent Schools Information Service National Headquarters,
47 Victoria St., London, S.W. 1, England. Donald Lindsay,
Executive Director

Institute of International Education, 809 United Nations Plaza,
New York, N.Y. 10017

International Research and Exchanges Board, 655 Third Ave.,
New York, N.Y. 10017

International Schools Services, 126 Alexander St., Princeton,
N.J. 08540

Near East/South Asia Council of Overseas Schools, The NE/SA
Center, Deree-Pierce College, P.O. Box 18, Aghia Paraskevi,
Athens, Greece. Stanley Haas, Executive Secretary

Personnel Information Center, European Council of International
Schools, 19 Claremont Rd., Surbiton, Surrey GUB HBB, England.
W. Gray Mattern, Jr., Executive Secretary

The following publications might also be helpful to those considering opportunities for exchange teaching abroad.

Advice to Teachers Who Wish To Teach in Great Britain and Northern Ireland. British Information Services, 845 Third Ave., New York, N.Y. 10022. Free

American Students and Teachers Abroad. U.S. Department of Education, Washington, D.C. 20202. Stock No. 1780-01377; \$0.90

Employment Possibilities for American Teachers in Italy. Italian Cultural Institute, 686 Park Ave., New York, N.Y. 10021

Teaching Abroad. Institute of International Education, 809 United Nations Plaza, New York, N.Y. 10017. \$4.00

Teaching Opportunities in Latin America for U.S. Citizens. Organization of American States, 17th St. at Constitution Ave., Washington, D.C. 20036. Free

Teaching Positions in France. Franco-American Commission for Educational Exchange, 9 rue Chardin, 75016 Paris, France. Free

University Vacancies in Australia. Australian Vice Chancellor's Committee, P.O. Box 1142, Canberra City, Australia. Free

Whole World Handbook. Council on International Educational Exchange, 777 United Nations Plaza, New York, N.Y. 10017. \$2.95

Information about opportunities abroad for teachers of English as a second language may be obtained from Teachers of English as a Second Language (TESOL), School of Language and Linguistics, Georgetown University, Washington, D.C. 20007.

Summer Opportunities

Following is an assortment of summer opportunities recommended by members of the Teacher Services Committee and others.

American Association of Teachers of German, 523 AATG Bldg., Suite 201, Route 38, Cherry Hill, N.J. 08034. Offers a three-week course for German teachers in Germany. Cost includes travel.

American Institute for Foreign Study, 102 Greenwich Ave., Greenwich, Conn. 06830. During the winter, spring, and summer vacations, AIFS organizes study and travel programs in 30 foreign countries, including most European countries, U.S.S.R., India, Kenya, Mexico, Thailand, Hong Kong, China, and Japan. Teachers travel free with eight students in their group.

American Youth Hostel, Delaplane, Va. 22025. Leadership training courses are directed at providing leaders for small-group travel adventure tours and are appropriate for professionals in a variety of human-service disciplines.

Andover Teaching Fellowship Program, Phillips Academy, Andover, Mass. 01810. This year-long program gives experience in dormitory counseling, athletic coaching, and in most academic subjects. Ten fellows per year; stipend includes Blue Cross and board.

Aspen Institute for Humanistic Studies, P.O. Box 219, Aspen, Colo. 81611.

Bald Eagle Outdoor Learning Center, Bemidji State University, Cass Lake, Minn. 56633. Program includes wilderness adventures, environmental workshops, recreational planning, camping, canoeing, and hiking in Chippewa National Forest. Overseas adventures also available.

Les Chalets Francais, Box 296, Machias, Me. 04654. At this six-week Maine camp for girls ages 5-18, most counselors speak French fluently and enjoy living outdoors. A three-week French trip is also available.

Cincinnati Nature Center, c/o University of Cincinnati, Cincinnati, Ohio 45221. The center offers a course in environmental studies.

The Danish Institute (Det Danske Selkab), Kultorvet 2, Copenhagen, Denmark. Scandinavian summer seminars, open to professional people and graduate students, offer study in architecture, applied art and design, art and museums, preschool and elementary and special education, care of the aged, libraries, and study of European regions.

Earthwatch, 10 Juniper Rd., Box 127, Belmont, Mass. 02178. A nonprofit clearinghouse that places interested amateurs on scientific expeditions; contributions of time and money help fund expeditions in such disciplines as anthropology, archaeology, biology, botany, marine science, sociology, zoology.

Experiment in International Living, Brattleboro, Vt. 05301. Leaders in the Experiment have opportunities to travel all over the world. Some previous foreign travel is required; language is required only for certain countries. Leaders travel with 10-12 students and spend time on home stays in foreign countries.

Exploration Summer Program, 124 High Rock Lane, Westwood, Mass. 02090. This informal day or boarding summer experience for students in grades 9-12, held at Wellesley College, offers courses in humanities, social sciences, science and technology, as well as sports and recreation. Graduate and undergraduate instructors needed; many also act as resident advisers.

Fondation Scolaire et Culturelle a Vocation Internationale, Complexe Scolaire de Valbonne, Sophia Antipolis, 06560 Valbonne, France. This international school accommodates groups of high school and university students and teachers for varying lengths of time. Visits include French study as well as expeditions, museum visits, and other activities.

Foundations of Intercultural Training, School for Summer and Continuing Education, Georgetown University, Washington, D.C. 20007. This course provides basic professional competence in intercultural training, giving a grasp of theories and resources in intercultural communication and experience in intercultural training.

The Infinite Odyssey, 57 Grant St., Waltham, Mass. 02154. Program offers trips for young people and adults to learn and use wilderness skills.

JCA Educational Centre, 23 Vincent Terrace, London, N1 8HN, England. This program for junior and senior high school students, which takes place in England and France, is based on classwork, seminars, workshops, and field trips.

Leadership Institute, Phi Delta Kappa, P.O. Box 789, Bloomington, Ind. 47402. The institute offers regional workshops on developing leadership skills.

Maine Waterways Camps, c/o Capt. Carl Selin, Maine Wilderness Canoe Basin, Springfield, Me. 04487. This saltwater sailing program emphasizes seamanship, navigation, and boat-handling. Canoeing, biking, kayaking, backpacking trips also available.

MSP/MIBAR Travel Coordinators, 135 W. Wells, Suite 615, Milwaukee, Wis. 53203. Thirty Mexican schools participate, offering over 100 courses in both English and Spanish for adults.

NAIS Teacher Services Committee Summer Workshops, c/o William L. Dandridge, NAIS, 18 Tremont St., Boston, Mass. 02108. Each summer the TSC sponsors short workshops for teachers in different disciplines and in different parts of the country. Write to NAIS for the list of workshops being planned for the coming summer.

National Outdoor Leadership School, Box AA, Lander, Wyo. 82520. NOLS offers summer courses in outdoor skills and leadership, most of them in the Pacific Northwest.

Norlands Adult Live-In, Washburn-Norlands, R.D. 2, Livermore Falls, Me. 04254. This in-depth, total experience in rural life as it was in northern New England a century or more ago is valuable to teachers and museum educators. Open to adults of all professions.

Northfield Mount Hermon Counseling Institute, The Northfield Center, East Northfield, Mass. 01360. This institute, offered in conjunction with the Harvard University Health Services, consists of lectures and group discussions dealing with student problems, counseling procedures, and problems in counseling.

School-College Articulation Program, Maumee Valley Country Day School, 1517 S. Reynolds Rd., Toledo, Ohio 43614. Secondary school teachers teach courses of collegiate standard to high school students in an effort to improve the transition from high school to college.

Sea Education Association, Inc. (SEA), P.O. Box 6, Church St., Woods Hole, Mass. 02543. Teaches college students about the oceans. Combines classroom and on-board-ship experience.

Taft Center for Teacher Education, c/o Edward North, Taft School, Watertown, Conn. 06795. This four-week workshop for teachers is conducted by teachers.

Windward, University of New Hampshire Marine Program, Marine Program Bldg., Durham, N.H. 03824. This is the University of New Hampshire and the University of Maine Cooperative Institutional Sea Grant Program.

Grants and Fellowship Opportunities

Following are a few suggestions on places to write or call to find out about grants to help in advanced study, to support workshops, or to fund special projects. While these programs were all available at the time of this writing (Fall 1980), the information given here is subject to change.

NAIS Academic Grants Program. This program provides funds to help underwrite local workshops for teachers. It operates through regional, state, and local associations of independent schools. For further information about the program, write or call William L. Dandridge, NAIS, 18 Tremont St., Boston, Mass. 02108; (617) 723-6900.

HHS Fellows Program. In an effort to seek fresh approaches to social and managerial problems, the Health and Human Services Fellows Program was created to bring a small group of carefully selected individuals to one-year appointments in key positions in government departments. This is not a recruiting program. It offers a challenging opportunity for professional men and women to broaden their careers and at the same time make a contribution to their government. Inquiries and requests for applications should be addressed to Office of the Director, HHS Fellows Program, 330 Independence Ave., S.W., Washington, D.C. 20201; (202) 755-1132.

Joseph Klingenstein Fellowship Program. Provides an opportunity for independent school teachers and administrators to spend a year at Teachers College, Columbia University, developing leadership skills in administrative and curricular areas. For information, write or call Pearl Kane, The Joseph Klingenstein Fellows, Teachers College, Columbia University, Box 301, New York, N.Y. 10027; (212) 678-3156.

Opportunities Abroad for Teachers. This program provides elementary and secondary school teachers an opportunity to teach abroad or to participate in short-term, summer seminars abroad. Programs differ from year to year. For details and program guidelines, write to International Studies Branch, Division of International Education, Department of Education, Washington, D.C. 20202.

Teaching and Learning Research Grants. An announcement of the grants to support research on teaching and learning, covering fiscal years 1981 through 1984, is available. Areas to be covered are language and literacy, math learning, basic cognitive skills, teaching and learning in out-of-school settings, social process, and testing and evaluation. Grants are not awarded in each area every year. The program announcement also includes information on how to apply and suggestions for writing proposals. For a copy, write to Teaching and Learning Research Grants Announcement, U.S. Department of Education, National Institute of Education, Washington, D.C. 20208; or call (202) 254-5050.

Graduate Liberal Studies Programs

The following colleges and universities are members of the Association of Graduate Liberal Studies Programs. While the program in each institution may vary in structure and content, the common purpose is to provide, at the graduate level, mature students with high-caliber, interdisciplinary programs that stress the values of a liberal arts education.

College of Saint Rose
Albany, N.Y. 12203

Dartmouth College
10 Silsby
Hanover, N.H. 03755

Georgetown University
Washington, D.C. 20007

Hollins College
Box 9651
Hollins College, Va. 24020

The Johns Hopkins University
203 Shaffer Hall
Baltimore, Md. 21218

Kean College of New Jersey
Morris Ave.
Union, N.J. 07083

Loyola College of Maryland
4501 N. Charles St.
Baltimore, Md. 21210

Manhattanville College
Purchase, N.Y. 10577

Mercer University
Macon, Ga. 31207

Metropolitan College of
Boston University
755 Commonwealth Ave.
Boston, Mass. 02215

The New School of Social Research
65 Fifth Ave.
New York, N.Y. 10003

New York University
913 Main Bldg.
New York, N.Y. 10003

St. John's College of
Annapolis and Santa Fe
Annapolis, Md. 21404

Southern Methodist University
Box 253
Dallas, Tex. 75275

State University of New York
at Stony Brook
Stony Brook, N.Y. 11794

University of Colorado at
Denver
1100 14th St.
Denver, Colo. 80202

University of Michigan at
Dearborn
4901 Evergreen Rd.
Dearborn, Mich. 48128

University of Michigan at Flint
Flint, Mich. 48503

University of Oklahoma
1700 Asp Ave.
Norman, Okla. 73037

University of Southern
California
ADM 354
Los Angeles, Calif. 90007

Wesleyan University
Middletown, Conn. 06357

Feature Films and Faculty Gatherings

David Mallery, NAIS staff

There is an assumption that The Faculty Meeting always has to be dismal, a long way to do what the Xerox can do faster, or a large-group rite called "discussion" with the end either too precisely in sight or not in sight at all. There are other alleged and very real evils of some people's experience of The Faculty Meeting. What about using films? Not 10-minute fragmentary ones that Promote Discussion, or worthy documentaries about which we can be solemn. How about films that are delightful, dare-we-say even entertaining, with people, issues, feelings, ideas alive in them that adults, including adult teachers, can respond to, explore, enjoy, carry around with them for a while?

How about the possibility of faculty groups, small ones, not necessarily everybody and not necessarily announced, official and compulsory, meeting in a reasonably sized living room to run, on the school's 16mm projector, the image on a white wall, The Paper Chase, let's say, with its view of competition (plenty) and cooperation (very little) and tyrannous and narcissistic teaching and fearful and self-promoting learning--all amongst some events and experience that are funny, sobering, appealing?

How about official big, everybody-comes faculty meetings, lower-middle-upper school, for the schools that are concerned they are so segregated as to unit or ages the people teach or buildings or the psychology of Lower, Middle, Upper? They run Breaking Away (Everyone hasn't seen it. They should have, perhaps, but they haven't.) Four boys who didn't go to college, in a college town--ideas, outlooks, connections with parents, in which parents grow, develop, relationships deepen, kids widen their vision, and there's even a climactic bicycle race?

While we're at it, why not have parents invited, informally and casually, to these small-group screenings, or the big ones? Or trustees? Or grandparents? How about some student-faculty films, with some informal and comfortable eating, talking, sharing afterwards? Not the formal now-we'll-discuss--who-has-a-point-to-raise? But conversations among twos, threes, and fours, with some key issues, topics, raised to focus on, savor, enjoy?

Now for some titles, though any reader who has gone this far will have thought of a number of his or her own favorites, once the idea has taken hold.

The Paper Chase (1973). Harvard Law School, a group of students under terrific pressure, a legendary teacher (and sadist?) who says he is using the Socratic method, a hero of charm and intelligence and mounting confusion who raises some lively questions for himself and others. (Films Inc.)

Breaking Away (1979). Irresistible. Four boys graduate from high school and don't go to college and wonder what to do in this college town to maintain their friendship and live some kind of decent life. Beautiful on the education of parents and their children by each other, about idealism and fantasy and reality coming together. (Films Inc.)

The Prime of Miss Jean Brodie (1969). Everybody's ultimate horror-movie about teaching. Or is it? Miss Brodie is charismatic, brilliant, funny, attractive, educated, loves the kids, loves sabotaging the administration, is independent, adventurous, and has high self-esteem and high professional image about teaching. Can she be all bad? Bad at all? Some think she is. Some think she isn't. Clearly this haunting play, novel, and film continues to provoke, delight, challenge, and move--deeply--audiences around the world. Maggie Smith is dazzling, as is the cast that surrounds her. (Films Inc.)

Conrack (about 1973). Jon Voigt is an energetic, idealistic, charming enthusiast of the late 1960's whose commitment against the Vietnam War and its surrounding revelations of corruption becomes a positive act: going to teach on an island off Georgia, working with children of appalling disadvantage in their lives, outlooks, and education. "Our" students aren't this way? But Conrack has a lot of our hopes, idealism, and even our confusions, not to mention our kinds of ego and hope. (Films Inc.)

Goodbye Mr. Chips (1939). Not that? Yes, that. For, among other helpful things, perspective, a vision of a teacher, a school, and a society

that spans the years from 1865 to 1939, to which we can add what we know of the world, in and out of schools from 1939 to the present. Watching this film today is an extraordinary experience: the things that are the same and the things that are so different, the things we recognize and the things we gasp with surprise at. Robert Donat, Greer Garson, in a film that was a labor of love and that is a strange, surprising experience now, with resonances that are very hard not to pursue, let alone hear. (Films Inc.)

A Small Circle of Friends. A 1980 film that got many actively hostile reviews and did not find an audience in the theaters. I have seen nothing to match its intensity or provocative (and evocative) spirit in a long time. It is about two young men and a young woman at Harvard-Radcliffe between 1969 and 1973. The film has been attacked as not being the definitive film of The Way the Sixties Were. If that film is ever made, no more than one person is going to agree that that is what it succeeds in being. Until then, here is a modest, moving, personal film of what it was like for a handful of young people to be alive and in that college at that time, with each other. It says a very great deal to us about the past and the present, and what it feels like to be a student in that or in any set of world intensities, while still focusing not on politics but on growing up, friendship, falling in love, learning, ideas, "life . . ." (United Artists 16)

Butterflies Are Free (1971). A remarkable film for the generations to look at together, each trying (it's easy) to get inside the three very different people in it: a young man desperate for independence and control over his life, a young woman obsessed with Being Free and eager not to get involved with anyone's long-term needs or with any responsibility, and a middle-aged woman who, as a mother, knows plenty about nurturing, protecting, guarding, caring, fighting for her "child," but learns some more things during the course of the film. All three people do. So do we. (Adelphia Films, Audio Brandon Films)

The Miracle Worker (1963). Don't be too sure everyone has had it with this story in some form or other. This film (Ann Bancroft and Patty Duke) about Annie Sullivan and the child Helen Keller speaks, among many things, about teaching in a way that illuminates, troubles, inspires. (United Artists 16)

East of Eden (1955). I am finding that this film cuts across generations and experiences, among audiences in the 1980's, in ways I find astounding. It may be that we are in the mood to remember our own experiences as son or as daughter (and as brother or sister) and raise the endless questions about relationships, what of the mother, what of the father is in each of us, what it is like to be The Good One and to be The Bad One in a family . . . James Dean, Julie Harris, Raymond Massey in an archetypal film. (Adelphia Films, Audio Brandon Films)

A Piece of the Action (1978). Hilarious and touching, a cops and robbers comedy about, among other things, teaching and its effect on the teachers as well as the students. A rollicking fable in which Sidney Poitier and

Bill Cosby, successful major-league thieves, are trapped by police officer James Earl Jones into being teachers at the local settlement house, with unemployed, hostile, and streetwise teenagers. (Swank Films)

A few more? How about

Islands in the Stream (1977). George C. Scott in a film of extraordinary power about an artist who discovers, in his fifties, a great deal about what it means to be a father, to love, to make a commitment to life. From Ernest Hemingway's posthumously published novel. (Ask for a flat print unless you can show cinemascope easily.) (Films Inc.)

Julia (1977). Jane Fonda as Lillian Hellman, Vanessa Redgrave as her committed, heroic friend who signs on to the cause of antifascism in the 1930's. A film about friendship beyond politics, beyond social class. (Films Inc.)

Casablanca (1943). Why not? Heroic, elegant, tough, dramatic, witty, and somehow activating to the spirit of generations of filmgoers. Humphrey Bogart, Ingrid Bergman, "as time goes by . . ." (United Artists)

Pat and Mike (1952). Katharine Hepburn is a professional athlete, Spencer Tracy her manager-promoter. A delightful and intelligent illustration of 50-50 relationship between men and women. See also Hepburn-Tracy in Adam's Rib, in which they are both lawyers. (Films Inc.)

Frank Capra's films, especially Mr. Deeds Goes to Town (1936) with Gary Cooper, Lost Horizon (1937) with Ronald Colman, You Can't Take It with You (1938), Mr. Smith Goes to Washington (1939) with James Stewart, It's a Wonderful Life (1946) with James Stewart, and State of the Union (1948) with Hepburn and Tracy: a body of work which affirms values that seem very much alive and nourishing in the 1980's, set in forms that face the dark side of life with courage and humor and energy. These films seem to have a magical impact these days. Maybe they always did, but now, especially. (Adelphia Films; Audio Brandon; Kit Parker for all but State of the Union--Universal 16 for that one)

Bang the Drum Slowly (1973). Robert DeNiro is an untalented baseball player on a major league team, and discovers a fatal illness. His friend Michael Moriarty, not a close friend or an especially congenial spirit, finds out, comes to some new awarenesses about relationships, life, death, human partnerships, including baseball teams, life itself. Not a morbid or a sentimental film; on the contrary--a tough and tender and invigorating one. (Films Inc.)

Now Voyager (1942). Famous as a Great Romantic Movie of a Great Romantic Era, and famous also for those double cigarettes Paul Henreid keeps lighting for Bette Davis, this one works a special kind of magic, as I have seen repeatedly in the past several years, in its picture of a woman moving from submission, self-contempt, and despair to considerable competence, autonomy, and confidence. If you're skeptical, you'll be surprised. (United Artists 16)

Sources of these films. Call the person indicated by name and get a conversation going, request a catalogue, and ask for some help and advice. You'll find real interest and friendliness and helpfulness. Describe your situation and try to negotiate on price.

Adelphia Films. Mrs. Loretta Brown, (215) LA 5-5650. 580 Lancaster Ave., Bryn Mawr, Pa. 19010

Audio Brandon Films. Mrs. Bea Herrmann, (914) 664-5051 or, toll-free, (800) 431-1994

Films Incorporated. New York office (also regional offices around the country): Mr. Don Rosen, (800) 223-6246. Phone always in preference to writing for getting advice, bookings, etc. 440 Park Ave., South, New York, N.Y. 10016

Swank Motion Pictures. Mr. Ray Pynn, (516) 931-7500. 60 Bethpage Rd., Hicksville, N.Y. 11801

United Artists 16. Ms. Pat Moore, (212) 575-4715. 729 Seventh Ave., New York, N.Y. 10019

Check out also these other film companies' excellent catalogues and film treasure.

Budget Films. 4590 Santa Monica Blvd., Los Angeles; Calif. 90029; (213) 660-0187

Kit Parker Films. Carmel Valley, Calif. 93924; (408) 659-3474 or, toll-free, (800) 538-5838

Pyramid Films. Box 1048, Santa Monica, Calif. 90406; (213) 390-FILM.

A huge collection of short films, the richest and range-iest I know of. Get their catalogue and browse. Also seek the advice of Lynn and David Adams. If you are in the East, call the wonderfully helpful and enterprising Eastern representatives of Pyramid Films, Robin and Jackie Kamp, (215) 565-2844, Box 496, Media, Pa. 19063

Twyman Films. 4700 Wadsworth Rd., Box 605, Dayton, Ohio 45401; (800) 543-9594. New offices now added in Burbank, Calif., and Cooper Station, N.Y.

Universal 16. Regional offices around the country. In New York, 445 Park Ave., New York, N.Y. 10022; (212) 759-7500

Faculty Meetings: A Variety of Approaches

Five times per year all school faculty meetings deal with topics relating to the process of educating the young.

At the faculty orientation meeting the faculty sets up a theme which is followed throughout the year at the general faculty meetings.

A general theme having been developed during the previous year, several sessions are arranged with visiting speakers.

"Short notice" arrangements are made for holding faculty meetings to meet particular needs that develop and where input is immediately desirable.

A faculty forum is held four to six times a year dealing with thought-provoking questions.

Weekly meetings with regular emphasis on a current professional question, e.g., games in the classroom, moral education, financial assistance.

Twice a year faculty members share the latest in their fields with the faculty as a whole.

One meeting each month devoted to one department, which explains current philosophy and teaching styles, courses, goals, and examples of work by both teachers and students.

A standing committee of the faculty receives and generates ideas; usually speakers for faculty meetings.

The duo faculty meeting: two identical faculty meetings at different times; allow every single faculty member to attend one or the other; always meet on the same day, have identical agendas, limit the meeting to 30 minutes.

Other ideas

Faculty Workshop Committee: This committee plans and runs workshops for in-service enrichment of the academic life of the school.

Bulletin board in faculty room: Two faculty members take responsibility for posting notices, articles, information that would be of interest to the faculty and keeping it current. Faculty members rotate the job from year to year.

Faculty Enrichment Committee: For "regeneration, revitalization, rejuvenation, restoration, and rewarding existence." At one school this included such faculty activities as a gourmet club, critics corner, jazz corner, travel slides, racquetball tournament, evening of music.

A Miscellany of In-Service Ideas and Workshops

Speakers

Faculty retreats

Colleague visits

Evaluations

Outside lecturers, tapes, movies

Support teams for new faculty members

Whole faculty to learn a language together through films, tape, and oral exercises--to emphasize the study of foreign languages

Any experience that puts teachers in the position of their students is a valuable one.

Each new teacher is assigned a mentor or sponsor within the department for the purpose of orientation to school procedures and policies. The pair are encouraged to maintain a close relationship for discussion of educational philosophies and teaching methods and for exchange of classroom visits.

The independent schools in the area meet annually by department to share ideas and frustrations.

Other school visitation (great morale booster)

Time set aside for outside experts to come in for workshops

Before-school workshops on discipline, curriculum, value-training

Whenever a member of the faculty attends a seminar or workshop, he or she will, in turn, lead the entire faculty in a discussion series related to the seminar, so that all can share the experience of one.

A "how to" series . . . teach independence in children, a sense of integrity, values clarification, identify students with visual perception problems, coaching theories.

Stress-relief workshops

CPR--First Aid--Drownproofing

Share experience "dinners" with other independent schools.

A Guide to Professional Organizations
and Other Information-Dissemination Sources

as of April 1980

The Teacher Services Committee prepared this list to provide school people with information that will enable them to stay better informed about recent developments in their individual fields and to respond more effectively to educational issues and questions.

This list is not a comprehensive one of all the resources available for educators. Most of the items included are ones that independent school people have found especially useful.

Write directly to the organizations for full information and detailed descriptions of available services. For a more comprehensive listing of educational associations, see

Directory of Education Associations, Superintendent of Documents,
U.S. Government Printing Office, Washington, D.C. 20402

Educational Directory: Education Associations, Superintendent of
Documents, U.S. Government Printing Office, Washington, D.C.,
20402

Recommendations of other sources are welcome. Please send them to TSC,
NAIS, 18 Tremont St., Boston, Mass. 02108.

ARTS

American Council for the
Arts in Education
570 Seventh Ave.
New York, N.Y. 10018
(212) 354-6655

Music Educators National
Conference
1902 Association Dr.
Reston, Va. 22091
(703) 620-3855

National Band Association
P.O. Box 6
Ada, Ohio 45810
(419) 634-9921

COUNSELING

American Personnel and
Guidance Association
American School Counselor
Association
Association for Counselor
Education & Supervision
1607 New Hampshire Ave., N.W.
Washington, D.C. 20009
(202) 483-4633

American Psychological
Association
1200 17th St., N.W.
Washington, D.C. 20036
(202) 833-7600

National Association of
College Admissions Counselors
9933 Lawler Ave., Suite 500
Skokie, Ill. 60076
(312) 676-0500

EARLY CHILDHOOD EDUCATION

American Association of Elementary-
Kindergarten-Nursery Educators
1201 16th St., N.W.
Washington, D.C. 20036
(202) 833-4000

Association for Childhood
Education International
3615 Wisconsin Ave., N.W.
Washington, D.C. 20016
(202) 363-6963

National Association for the
Education of Young Children
1834 Connecticut Ave., N.W.
Washington, D.C. 20009
(202) 232-8777

ENGLISH

National Council of Teachers of
English
1111 Kenyon Rd.
Urbana, Ill. 61801
(217) 328-3870

School and College Conference
on English
c/o Christine Royer
Barnard College
Columbia University
New York, N.Y. 10027
(212) 280-5262

EXCEPTIONAL AND GIFTED CHILDREN

American Association for Gifted
Children
15 Gramercy Park
New York, N.Y. 10003
(212) 473-4266

Council for Exceptional Children
1920 Association Dr.
Reston, Va. 22091
(703) 620-3660

National Association for
Creative Children & Adults
8080 Springvalley Dr.
Cincinnati, Ohio 45236
(513) 631-1777

National Association for
Gifted Children
217 Gregory Dr.
Hot Springs, Ark. 71901
(501) 767-6933

National Association of
Private Schools for
Exceptional Children
130 E. Orange Ave.
Lake Wales, Fla. 33853
(813) 676-2250

National Information Center
for Special Education
Materials
University of Southern
California
University Park
Los Angeles, Calif. 90007
(800) 421-8711

FOREIGN LANGUAGES

American Association for
Chinese Studies, Inc.
Sun Yat-sen Hall
St. John's University
Jamaica, N.Y. 11439
(212) 969-8000, ext. 582

American Association of
Teachers of French
University of Illinois
57 E. Armory Ave.
Champaign, Ill. 61820
(217) 333-2842

American Association of
Teachers of German, Inc.
523 Building, Rte. 28
Cherry Hill, N.J. 08034
(609) 663-5264

American Association of Teachers
of Slavic and Eastern
European Languages, Inc.
University of Arizona
340 Modern Language Bldg.
Tucson, Ariz. 85721
(602) 884-2838

American Association of Teachers
of Spanish and Portuguese
Holy Cross College
Worcester, Mass. 01610
(617) 793-2200

American Classical League
Miami University
Oxford, Ohio 45056
(513) 529-4116

American Council of Teachers
of Russian
c/o Claire Walker
Friends School
5114 N. Charles St.
Baltimore, Md. 21210
(301) 435-2800

American Council on the
Teaching of Foreign Language
2 Park Ave.
New York, N.Y. 10016
(212) 689-8021

Modern Language Association
of America
62 Fifth Ave.
New York, N.Y. 10011
(212) 741-5588

National Clearinghouse for
Bilingual Education
1300 Wilson Blvd.
Rosslyn, Va. 22209
(800) 336-4560

National Federation of Modern
Language Teachers
Associations
Gannon College
Erie, Pa. 16501
(814) 871-7330

HEALTH EDUCATION

American Association for Health,
Physical Education & Recreation
1201 16th St., N.W.
Washington, D.C. 20036
(202) 833-4000

National Center for Health
Education
901 Sneath Lane, Suite 215
San Bruno, Calif. 94066
(800) 277-6934

National Nutrition Education
Clearinghouse
2140 Shattuck Ave.
Berkeley, Calif. 94704

National Recreation and Park
Association, Inc.
1601 N. Kent St.
Arlington, Va. 22204
(703) 525-0606

LIBRARY

American Association of
School Librarians
American Library Association
50 E. Huron St.
Chicago, Ill. 60611
(312) 944-6780

MATHEMATICS

Association of Teachers of
Mathematics
Market Street Chambers
Nelson, Lancs., BB9 7LN, England
U.S. agents: Cuisenaire Company
of America, Inc.
12 Church St.
New Rochelle, N.Y. 10805
(914) 235-0900

National Council of Teachers
of Mathematics
1906 Association Dr.
Reston, Va. 22901
(703) 620-9840

READING

Children's Literature Association
P.O. Box 242
Storrs, Conn. 06268

International Reading Association
P.O. Box 8139
Newark, Del. 19711
(302) 731-1600

SCIENCES

American Association of
Physics Teachers
Graduate Physics Bldg.
State University of New York
Stony Brook, N.Y. 11790
(516) 246-6840

American Chemical Society
1155 16th St., N.W.
Washington, D.C. 20036
(202) 872-4600

National Association of
Biology Teachers
11250 Roger Bacon Dr.
Reston, Va. 22090
(703) 471-1134

National Science Teachers
Association
1742 Connecticut Ave., N.W.
Washington, D.C. 20009
(202) 265-4150

SOCIAL STUDIES

Consumer Education
Resource Network
1500 Wilson Blvd.
Rosslyn, Va. 22209
(800) 336-0223

National Council for the
Social Studies
2030 M St., N.W.
Washington, D.C. 20036
(202) 296-0760

National Council for Geographic
Education
University of Houston
Houston, Tex. 77004
(713) 749-4439

Social Science Education
Consortium
855 Broadway
Boulder, Colo. 80302

Society for History Education
California State University
Long Beach, Calif. 90840
(213) 498-4431
(publishes The History Teacher)

ERIC

Clearinghouse on Language &
Linguistics
Center for Applied Linguistics
1611 N. Kent St.
Arlington, Va. 22209
(703) 528-4312

Clearinghouse on Reading and
Communication Skills
National Council of Teachers
of English
1111 Kenyon Rd.
Urbana, Ill. 61801
(217) 328-3870

Clearinghouse for Science,
Mathematics, and
Environmental Education
Ohio State University
1200 Chambers Rd., 3rd Floor
Columbus, Ohio 43212
(614) 422-6717

Clearinghouse for Social Studies/
Social Science Education
855 Broadway
Boulder, Colo. 80302
(303) 492-8434

Clearinghouse on Handicapped
and Gifted Children
1920 Association Dr.
Reston, Va. 22091
(703) 620-3660

Clearinghouse on Tests,
Measurements, and
Evaluations
Educational Testing Service
Princeton, N.J. 08540
(609) 921-9000, ext. 2176

TESTING ORGANIZATIONS

American College Testing
Program
2201 N. Dodge St.
Iowa City, Iowa 52240
(319) 356-3711

College Board
888 Seventh Ave.
New York, N.Y. 10019
(212) 582-6210

Educational Records Bureau
100 Worcester St., Suite 150
Wellesley Hills, Mass. 02181
(617) 235-8920

Educational Testing Service
Secondary School Research
Program
Princeton, N.J. 08540
(609) 921-9000

Secondary School Admission
Test Board
Box 1826
Princeton, N.J. 08540
(609) 921-9000, ext. 3131

RESEARCH

Associates for Research on
Private Education
Center for Research on
Private Education
University of San Francisco
San Francisco, Calif. 94117

CEMREL
3120 59th St.
St. Louis, Mo. 63139
(314) 781-2900

Institute for Research on
Teaching
College of Education
252 Erickson Hall
Michigan State University
East Lansing, Mich. 48824

Northwest Regional Educational
Laboratory
710 S.W. 2nd Ave.
Portland, Ore. 97204

Research for Better Schools
1700 Market St.
Philadelphia, Pa. 19103

Research and Development
Center for Teacher Education
Education Annex 3.203
University of Texas
Austin, Tex. 78712

Resource and Referral Service
1960 Kenny Rd.
Columbus, Ohio 43210
(614) 486-3655, ext. 343

Wisconsin Research & Development
Center for Individualized
Schooling
School of Education
University of Wisconsin
1025 W. Johnston St.
Madison, Wis. 53706

Learning Research and Development
Center
3939 O'Hara St.
LRD Bldg.
University of Pittsburgh
Pittsburgh, Pa. 15260

OTHER IMPORTANT ADDRESSES

American Association of Sex
Educators, Counselors,
and Therapists

5010 Wisconsin Ave., N.W.
Washington, D.C. 20016
(202) 686-2523

American Council on Education
One Dupont Circle
Washington, D.C. 20036
(202) 833-4700

American Montessori Society
150 Fifth Ave.
New York, N.Y. 10011
(212) 924-3209

Association for Supervision
and Curriculum Development
225 N. Washington St.
Alexandria, Va. 22314
(703) 549-9110

Commission on Educational
Issues
18 Tremont St.
Boston, Mass. 02108
(617) 723-6900

Council for American
Private Education
1625 Eye St., N.W.
Washington, D.C. 20006
(202) 659-3236

Council for Basic Education
725 15th St., N.W.
Washington, D.C. 20005
(202) 347-4171

Council for Religion in
Independent Schools
107 S. Broad St.
Kennett Square, Pa. 19348
(215) 444-1326

Educational Products Information
Exchange
475 Riverside Dr.
New York, N.Y. 10027
(212) 866-3600

Education Facilities Labs
850 Third Ave.
New York, N.Y. 10022
(212) 751-6214

Education Resources
Information Center
National Institute of
Education
Office of Utilization and
Resources
Washington, D.C. 20208
(202) 254-7930

International Baccalaureate
Office
680 Fifth Ave.
New York, N.Y. 10019
(212) 265-4215

International Schools
Association
Palais Wilson 35
1211 Geneva 14, Switzerland
(022) 32-08-29

National Association of
Elementary School Principals
1801 N. Moore St.
Arlington, Va. 22209
(703) 528-6000

National Association of
Principals of Schools
for Girls
910 Lathrop
Stanford, Calif. 94305
(415) 326-2672

National Association of
Secondary School Principals
1904 Association Dr.
Reston, Va. 22091
(703) 860-0200

National Catholic
Educational Association
One Dupont Circle, Suite 350
Washington, D.C. 20036
(202) 293-5954

National Congress of Parents
and Teachers
700 N. Rush St.
Chicago, Ill. 60611
(312) 787-0977

National Education Association
1201 16th St., N.W.
Washington, D.C. 20036
(202) 833-4000

National Humanities Faculty
1266 Main St.
Concord, Mass. 01742
(617) 369-7800

National Society for the Study
of Education
5835 Kimbark Ave.
Chicago, Ill. 60637
(312) 753-7900

National Study of School
Evaluation
2201 Wilson Blvd.
Arlington, Va. 22201
(703) 522-1511

Orton Society
8415 Bellona Ave.
Towson, Md. 21204
(301) 296-0232

Sex Information and Education
Council of the United States,
Inc. (SIECUS)
84 Fifth Ave.
New York, N.Y. 10011
(212) 929-2300

Society for the Advancement
of Education
1860 Broadway
New York, N.Y. 10023
(212) 265-6680

United States Department
of Education
Al Senske, Assistant Secretary
for Non-Public Education
400 Maryland Ave., S.W.
Washington, D.C. 20202
(202) 472-9610

Bibliography

This bibliography is made up of books suggested by members of the Teacher Services Committee and a group of school heads. It represents books that these people have read recently and recommend because they felt they would "help administrators and teachers to understand a little better the world in which they work, the school and its challenges, or the young people and their growing pains."

Bettelheim, Bruno. A Home for the Heart. New York: Knopf, 1973.

Boegehold, Betty D., Harriet K. Cuffaro, William H. Hooks, and Gordon J. Klope, eds. Education before Five. New York: Bank Street College of Education, 1977.

Coleman, James S. Youth: Transition to Adulthood. Report on Youth of the President's Science Advisory Committee. Chicago: University of Chicago Press, 1974. This book raises questions about the capacity of schools to provide a complete environment for growing to adulthood. The book has had many critics, but the case it makes remains compelling.

Coming to Our Senses: The Significance of the Arts for American Education. A Panel Report. David Rockefeller, Jr., chairman. New York: McGraw-Hill, 1977. Discusses the significance of the arts in American education.

Coons, John E., and Stephen D. Sugarman. Education by Choice: The Case for Family Control. Berkeley, Calif.: University of California Press, 1978.

Cremin, Lawrence. Public Education. New York: Basic Books, 1976. This book urges a broad definition of education, one that acknowledges education that takes place outside the schools. In one especially illuminating chapter, Cremin shows how the progressive education movement has helped to narrow our definition of education.

Dewey, John. Experience and Education. New York: Macmillan, 1963. An essential essay.

Gardner, John W. Excellence: Can We Be Equal and Excellent Too? New York: Harper & Row, 1971. Recommendations for having both excellence and participation in a democratic school.

Gibbons, Maurice. The New Secondary Education: A Phi Delta Kappa Task Force Proposal. Bloomington, Ind.: Phi Delta Kappa, 1976. A bold, imaginative vision of what high schools could or should be in the 1980's.

Greene, Maxine. Landscapes of Learning. New York: Teachers College Press, Columbia University, 1978. Essays on teaching from existential and humanistic perspectives.

- Heath, Douglas. Humanizing Schools: New Directions, New Decisions. New York: Hayden Book Co., 1971. Less dated than one would expect, this volume is a valuable contribution from a scholar who has followed some of his Haverford students into their adult years. This research supports Heath's passionate efforts to show students the importance of human values and offers a basis for moral education.
- _____. Maturity and Competence: A Transcultural View. New York: Halsted Press, 1977. Critique of knowledge about maturity and competence demonstrating that persons of different cultures mature in ways similar to those in the United States.
- Johnson, Eric W. Teaching School: Points Picked Up. Boston: National Association of Independent Schools, 1979. A commonsense view of the craft by an experienced teacher.
- Kett, Joseph F. Rites of Passage: Adolescence in America, 1790 to the Present. New York: Basic Books, 1977. The best history of adolescence, particularly as it relates to schooling.
- Lamont, Lansing. Campus Shock: A Firsthand Report on College Life Today. New York: E. P. Dutton, 1979. A polemic report of college life today and the pressures on college students.
- Lipsitz, Joan. Growing Up Forgotten: A Review of Research and Programs Concerning Early Adolescence. Lexington, Mass.: Lexington Books, 1977. Written as a report to the Ford Foundation, which financed it, this book gives an excellent and thorough survey of the adolescent in one culture. The author was a member of the NAIS Middle School Task Force.
- McGregor, Douglas. The Human Side of Enterprise. New York: McGraw-Hill, 1960.
- McLachlan, James. American Boarding Schools: A Historical Study. New York: Charles Scribner's Sons, 1970. The best history of boarding schools.
- Mallery, David. Strengths of a Good School Faculty: Notes on Evaluation, Growth, and Professional Partnership of Teachers. Boston: National Association of Independent Schools, 1975.
- Mosher, Ralph L., ed. The Adolescent's Development and Education: A Janus Knot. Berkeley, Calif.: McCutchan, 1979. Contains both theoretical perceptions and descriptions of experimental applications of curriculum based on Kohlberg, Piaget, and Erikson.
- Postman, Neal, and Charles Weingartner. Teaching as a Subversive Activity. New York: Delacorte Press, 1969. An early reformer urges schools to tighten their curricula and reassert their traditional commitment to the written word.

Powell, Arthur G. The Uncertain Profession: Harvard and the Search for Educational Authority. Cambridge, Mass.: Harvard University Press, 1980. A history of the Harvard Graduate School of Education.

Rutter, Michael, Barbara Maughan, Peter Mortimore, and Janet Ouston, eds. Fifteen Thousand Hours: Secondary Schools and Their Effects on Children. Cambridge, Mass.: Harvard University Press, 1979. Study of secondary education in London identifying characteristics of "successful" schools.

Sarason, Seymour B. The Culture of the School and the Problem of Change. Boston: Allyn & Bacon, 1971. Sarason was director of the Yale Psycho-Educational Clinic, and his look at the culture of the school appreciates its complexity and peculiarities.

Sizer, Theodore R. Places for Learning, Places for Joy: Speculations on American School Reform. Cambridge, Mass.: Harvard University Press, 1973.

Whitehead, Alfred North. The Aims of Education. New York: Free Press, 1967. An essential essay.

